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suspicion that as the Near East moves nearer we shall want to readjust our perspective. There are now signs of an impending change.

In the method of treatment, Professor Hazen interprets his title, "Europe Since 1815," in that free manner now in vogue among the historians, as meaning principally the political record of the period. The thread that runs through this volume is a chronicle of the deeds of politicians and warriors. Other factors, economic and social, are noted by the wayside when they are subjects of the political game. Their weight, however, as conditioning forces in the general movement of the century, our author does not attempt to gauge. For the wayward course of the historians in making politics their theme, Professor Hazen is not responsible; but it would have been refreshing if he had struck a fell blow against tradition. His title should read: "The Political Events of Europe Since 1815."

On the score of accuracy, our author seems to have taken special pains. No doubt a reviewer who holds proof reading to be a part of his task might find a few errors to catalogue, but the big bold facts are presented with precision and fairness. This is what counts.

As to style, Professor Hazen seems to have sacrificed the graces for definiteness and clarity. One is tempted to weary occasionally at the unadorned tale told with so many short sentences and so little swing; but let the one who has not sinned in this respect cast the first stone. It is better to be understood always than to charm occasionally while creating much misunderstanding.

Lastly (after the fashion of an old New England sermon) there is the problem of arrangement. Professor Hazen has made a reasonably successful combination of the chronological and the topical methods, taking each country up separately and then giving us cross sections where the political situation is distinctly international in character. Anyone who has ever put his hand to this tangled skein will be slow to criticise this plan of procedure; and it seems that our author has told his story in as orderly a manner as the theme would permit. The historian may say with the preacher of old: "Consider the work of God: for who can make straight that which He hath made crooked?"

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Kelynack, T. N. (Ed.). *Medical Examination of Schools and Scholars.* Pp. xvi, 434. Price, 10/6. London: P. S. King & Son, 1910.

At a recent meeting of the American School Hygiene Association in New York City, the statement was made that the physician of the future would serve less and less in the capacity of family doctor and more and more as community doctor; that he would spend a decreasing amount of time in studying and curing individual cases of disease, and a proportionately increasing amount of time in teaching the laws of health and preventive medicine.

A striking instance of this "humanized medicine" is the effort to guard the community health through attention to the health of the school child by means of medical examination not only for contagious diseases but for physical defects. We are, however, but at the beginning of things. Medical examination is still, especially in this country, in the experimental stage. Many questions are still open and we have still much to learn regarding means and methods of examination and administration.

The present volume cannot fail to be of value to all practically interested in this movement. It consists of a collection of studies by no less than thirty-six experts in their respective lines—community doctors in the sense above referred to—and provides material gathered from all sources and dealing with every aspect of the question. Its aim is "to provide school medical officers, managers of schools, educationalists and all interested in the national care of the health of our children with a complete, reliable guide to every department of medical school service."

The chapter headings read like the program of an international congress. We are made acquainted with the status of medical examination in no less than fourteen different countries, and those who are interested in framing laws will find suggestive material in the different provisions adopted. England's law of 1907 provides for the systematic, compulsory examination of children in the public elementary schools. Scotland's law contains a clause providing that every teacher be thoroughly trained in school and personal hygiene. Sweden has had medical school officers since as far back as 1830.

The bulk of the book deals with English medical examination in its different phases. Chapters of most practical value are "Organization and Administration," "The General Routine Medical Examination of School Children," "The Eyes and Eyesight of School Children," "The Ears, Nose and Throat of School Children," "Dental Conditions in Elementary School Children," "The School Nurse." Of special interest in these chapters are a schedule regarding the medical inspection of schools and school buildings, a description of necessary equipment for medical examination, danger signals of defects, etc.

Distinctly newer fields are touched upon in the chapters on "The Medical Examination of Boys in Preparatory and Public Secondary Schools," and a like chapter on girls. These schools correspond to our private schools, and the ground is well taken that wealthy children have as much right to health protection as those less fortunate. Helpful chapters are also "Medical Examination of Children under the Poor Law and in Orphanages and Industrial Schools," and "Medical Examination of Schools and Scholars in the British Army."

The description of the open-air schools is sufficiently attractive to make us wish all children could enjoy their advantages instead of the favored few who are anæmic or tubercular. We wonder perhaps in the chapter, "Medical Examination of Teachers," why the writer limited himself to describing the examinations made of candidates for the teaching profession and did not recommend periodic medical examination of teachers actively engaged. The

European policy of taking the most obvious path to a desired end is well illustrated in the chapters on "Feeding the School Child" and "The School Clinic."

Not the least valuable sections of the book are the comprehensive bibliographies appended to each chapter, which not only are of practical value and stimulate to further study, but indicate better than anything else the strength of a movement which is now world-wide.

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Mangold, George B. *Child Problems.* Pp. xv, 381. Price, \$1.25. New York: Macmillan Company, 1910.

The purpose of the book, as stated in the preface, is to give "a general view of the principal social child problems of to-day." On the ground that the development of the child is largely determined by environmental conditions, and realizing that the individual cannot control these conditions, the author opens the discussion by presenting certain fundamental obligations of society to childhood, among which are the preservation of life and health, the right to play, the right to freedom from work and the right to education.

The problems are discussed in the following order: I. Infant and Child Mortality. II. Recent Aspects of Educational Reform. III. Child Labor. IV. The Delinquent Child. V. The Dependent and Neglected Child.

The author declares that "the infant and child mortality of a people is a barometer of their social progress." Therefore, he presents the historical stages through which infant mortality has passed, pointing out the slow decline, compared with the more rapid decline of the general death rate. To-day, however, intensive methods of saving life are being inaugurated. The future promises to bring about the prevention of a very large proportion of the present high infant mortality. Specific children's diseases, together with the mortality from each, are discussed, and the more important causes are classified. Special attention is given to the milk problem, and some supplementary methods of decreasing the mortality rate are presented, including parental education, visiting the homes by nurses, municipal campaigns, the prevention of overcrowding and the employment of married women.

In Book II the recent educational reforms affecting the welfare of the child are presented. The author begins this division by a study of play and its value, which he follows logically with a discussion of the playground movement. On the ground that many pupils are not able to benefit fully from our educational system on account of physical or mental defects, the author outlines the system of medical inspection and the special training of backward children. Since the school system, as now organized, is not adequate to meet the needs of our society, the author discusses the new